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ABSTRACT

This information memo describes Ohio's teacher recruitment programs and their potential impact on increasing the number of minority teachers. It also provides a synopsis of supply and demand issues, in the United States and in Ohio, for minority teachers. The proportion of minority teachers in Ohio grew from 7 to 8 percent of all teachers while the proportion of minority students increased from 17 percent of all students to 19 percent between 1992 and 1997. In an effort to address this discrepancy, Ohio recruitment strategies have included mentoring pre-college students, providing tuition remission, and recruiting candidates outside of education. Since teacher recruitment programs began receiving funding in 1996, it is too early to measure their impact. However, Ohio Department of Education representatives and recruitment program administrators believe that their efforts have heightened awareness of diversity issues and are generating interest in teaching at the junior high and high school levels. Three graphs are included. Four appendixes provide: a table of information on programs receiving funding in FY 1996 and FY 1997; brief descriptions of teacher recruitment programs in other states; a selected bibliography; and an analysis of gender in elementary and special education. Contains 17 references. (LH)

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ED 409 292

Availability of Minority Teachers

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Availability of Minority Teachers

This information memo describes Ohio's teacher recruitment programs and their potential impact on increasing the number of minority teachers. It also provides a synopsis of supply and demand issues, nationally and in Ohio, for minority teachers.

Demand for Minority Teachers

By 2006, the nation's school-age population will increase from its current 51.7 million students to 54.6 million -- a growth of nearly three million. Within the same timeframe, the elementary and secondary school population will also become more diverse. From 1995-2005, the Hispanic student population will increase by 2.4 million, African-American by 1.1 million, Asian/other by 1.1 million, and Caucasian by 500,000.

Between 1988 and 1994, the percent of minority teachers increased from 10% to 13%. However, within the same timeframe the minority school-age population grew from 28% to 32%.

Due to the growing elementary and secondary school population, there is an increased demand for *all* teachers, especially those from minority groups. By the year 2000, the demand for all teachers is expected to increase to 227,000 annually, before leveling off at 225,000 in 2001.

The growth in the student population is accompanied by a simultaneous decrease in the number of teachers due to retirement. This poses an even greater threat to the already small number of minority teachers. Approximately 37% of Black and Hispanic classroom teachers have twenty or more years of experience. Minority teachers will be retiring at a faster rate than the number of *new* minority teachers graduating to replace them. Hence, the number of minority teachers will fall further behind in their representation in elementary and secondary schools.

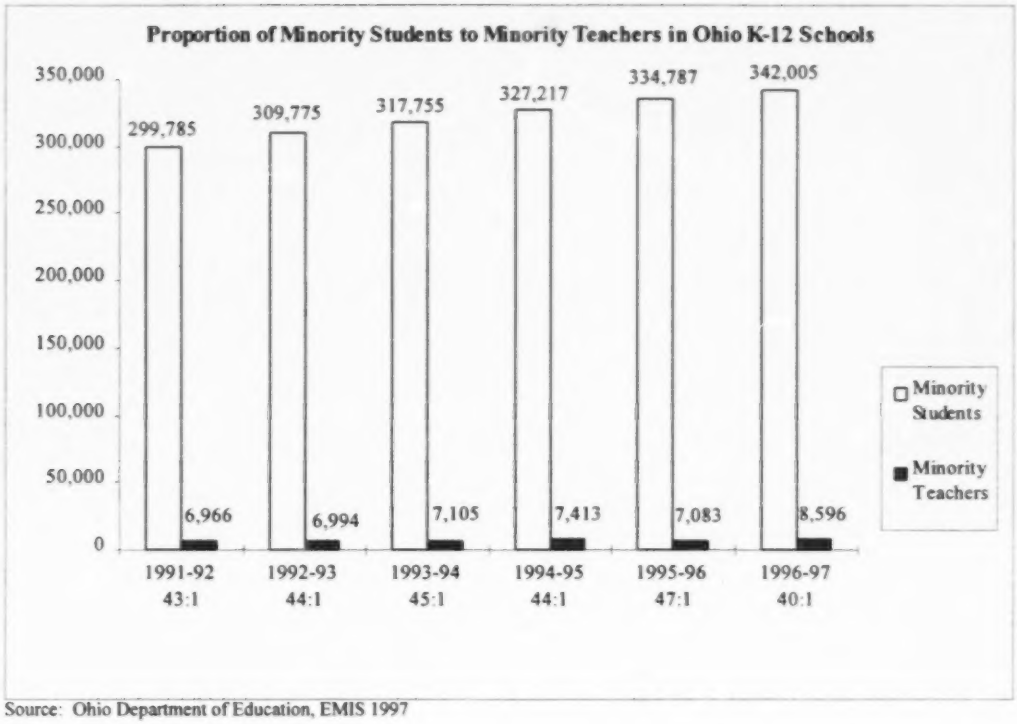
Ohio

For the most part, the teaching force and student population of Ohio mirrors that of the nation. Over the next two decades, Ohio will experience a slight increase in the number of school-age children and a demand for teachers due to a large number of retirements.

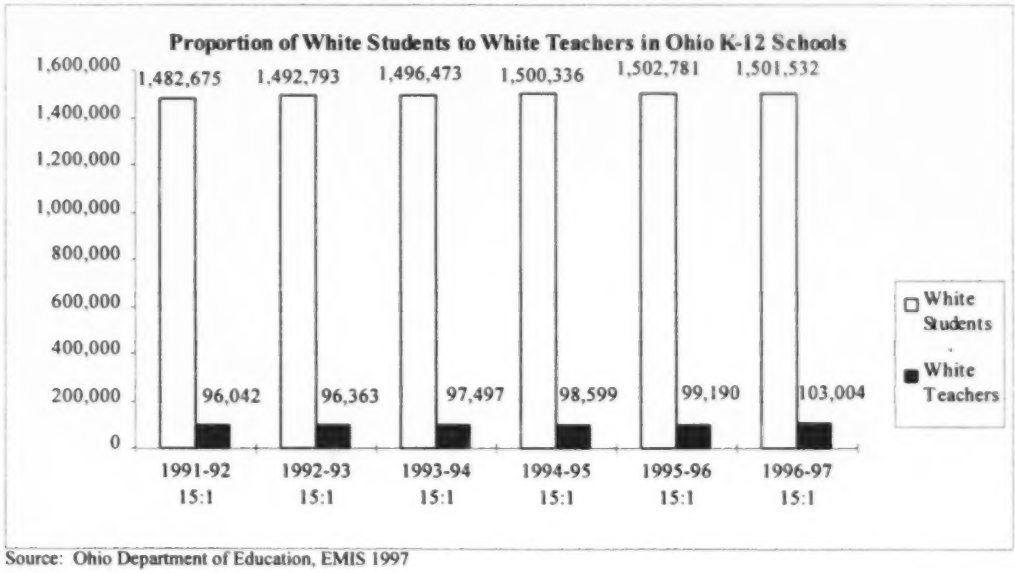
Ohio is gradually increasing its number of minority teachers. From 1992 to 1997, the percent of minority teachers grew from approximately 7% of all teachers to 8%. Within the same timeframe, the percent of minority students increased from approximately 17% of all students to 19%. Although gaining in the number of minority teachers, Ohio is not keeping pace with the growth of minority students.

Similar to the rest of the nation, the number of minority teachers in Ohio's classrooms is disproportionate to the number of minority students. Between 1992 and 1997, the proportion of white students to white teachers remained constant at a ratio of approximately 15 to 1. Within the same timeframe, the ratio of minority students to minority teachers only improved from 43 to 1 to 40 to 1. Exhibit 1 displays the proportion of teachers to students by race/ethnicity.

Exhibit 1



Source: Ohio Department of Education, EMIS 1997



Source: Ohio Department of Education, EMIS 1997

From 1992 to 1997, there has been a steady increase in the number of teachers in Ohio, both minority and white. However, since there has been a simultaneous growth in the number of minority students, no significant gain has been made in the proportion of minority teachers to minority students.

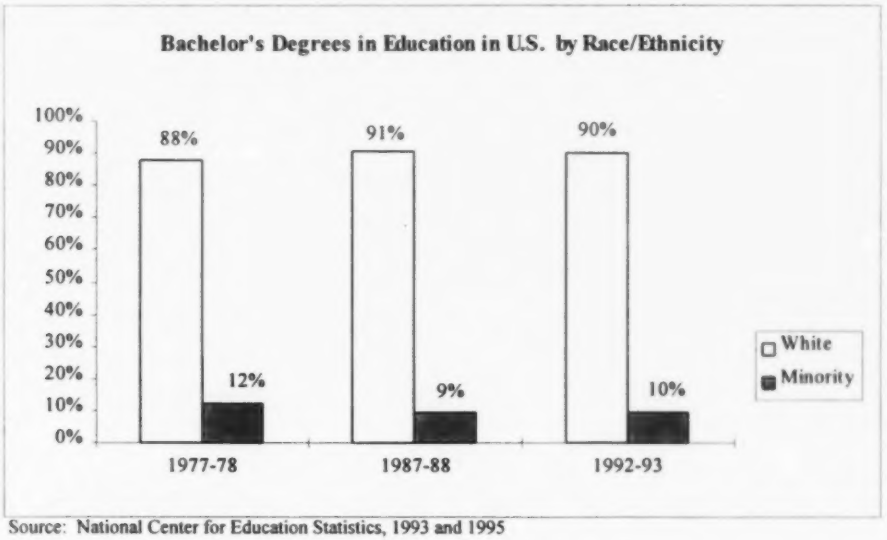
It is important to note that the lack of minority teachers affects white students as well. Currently, minority and white students have little contact with minority teachers. In 1997, the ratio of all students to minority teachers was 214 to 1.

Supply of Minority Teachers

Teacher Education Programs in the U.S.

To meet the demand for more minority teachers, a substantial number of students from minority groups must graduate from teacher education programs. From 1977 to 1987, the percent of white students receiving bachelor's degrees in education *increased* and remained steady through 1992. However, the percent of minority students receiving bachelor's degrees in the field of education from 1977 to 1987 *decreased* before stabilizing in 1992. Exhibit 2 shows the percent of bachelor's degrees conferred in education by race/ethnicity.

Exhibit 2



Source: National Center for Education Statistics, 1993 and 1995

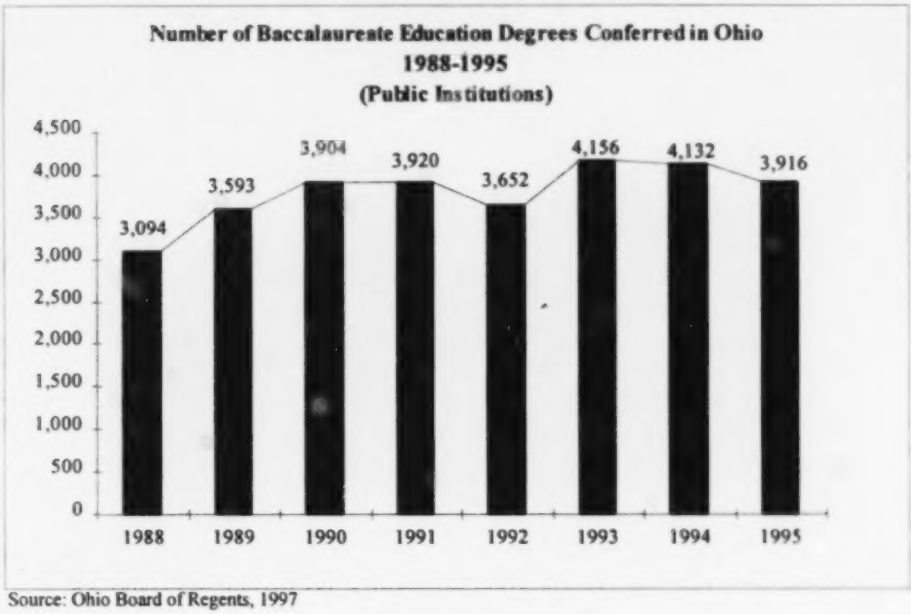
Although the reduction in the number of minority graduates appears to be small, the decline is significant. The increasing minority elementary and secondary school population necessitates that these numbers continue to *increase* in order to maintain the minority teacher/student level that currently exists.

Teacher Education Programs in Ohio

From 1988-1995, the number of students graduating with a bachelor's degree in the field of education increased after a slight decline in 1992. The Ohio Board of Regents (OBOR) was not able to provide a breakdown by race/ethnicity or gender for these graduates. When the Higher Education Information System (HEI) is completed, this type of data will be available, but not for at least two to four years.

However, since Ohio appears to consistently follow the national trends, it is safe to assume that the number of graduates from minority groups has decreased as well. Exhibit 3 shows the total number of graduates from education programs in Ohio.

Exhibit 3



Source: Ohio Board of Regents, 1997

Ohio's Teacher Recruitment Programs

Ohio's teacher recruitment programs concentrate on recruiting individuals who are "underrepresented" in the field of teaching. Beyond the traditional focus of race/ethnicity, Ohio is seeking to increase the presence of male teachers in elementary schools, especially for kindergarten, and women teachers in the subject areas of math and science.

The teacher recruitment programs go beyond simply providing loan remittance to students as provided by the previous Teacher Education Loan program (repealed in Am. Sub. H.B. 152). The teacher recruitment programs attempt to tackle the shortage of underrepresented teachers through a more proactive and comprehensive approach that

includes identification, recruitment, admission, retention, graduation, and placement.

The General Assembly appropriated funding to the teacher recruitment line item for projects whose focus is recruiting minority teachers through alternative teacher licensure or certification programs. The following allocations were made to that line item:

	Am. Sub. H.B. 117	Am. Sub. H.B. 215
FY 1996	$1,134,025	--
FY 1997	$1,157,626	--
FY 1998	--	$1,289,067
FY 1999	--	$1,321,292

The Teacher Education and Certification Advisory Commission is comprised of school district teachers and administrators, university deans and provosts, professional associations, ODE, and OBOR. The Commission established a goal to double the number of teachers from underrepresented groups in Ohio by the year 2000. Toward that goal, a state policy conference was convened in June 1995 to identify issues surrounding the recruitment of underrepresented teachers in Ohio. These issues became the criteria used to evaluate the request for proposals for the teacher recruitment programs.

In FY 1996, ODE funded 19 "model programs" through the teacher recruitment line item. The model programs include both public and private institutions. In FY 1997, 18 programs received continued funding, 12 new programs were funded, and one program lost its funding. A list of programs with their funding allocations, number of participating students, and program descriptions is provided in Appendix A.

Program strategies

The recruitment programs employ a number of strategies to diversify Ohio's teaching force. Most of the programs target particular segments of the population and are based on the needs of the local communities. Some of the strategies used in the programs include:

- targeting pre-college students (junior high and high school) to develop their interest in teaching through mentoring. Students are counseled on curriculum choices that will best prepare them for a teacher education program and expose them to the responsibilities of teaching such as lesson plans and tutoring.

- providing tuition remission, through public/private partnerships, to college students enrolled in teacher education programs and guaranteeing teaching positions upon graduation. Student-faculty interactions and linkages between colleges and school districts are strengthened to provide an important support system for students and new teachers.

- recruiting candidates from areas outside of education to expand the number of teachers in math, science, elementary, and early childhood from underrepresented groups. Through alternative licensing, opportunities are available to individuals who are unemployed, re-entering the workforce, or are thinking about a career change.

Program impact

Since teacher recruitment programs only started receiving funding in FY 1996, it is too early to determine if they have had an impact on the number of underrepresented teachers in the classroom. However, it is not too early to begin collecting the baseline data that is necessary to determine the impact of the programs. Currently, neither ODE nor OBOR collects demographic data on the number of students enrolled in teacher education programs -- the primary source for new teachers.

LOEO interviewed representatives from the Ohio Department of Education as well as administrators from six of the recruitment programs. Although the only data available are "testimonial," they do provide insight into these programs.

Views of program administrators. Overall, administrators believe the teacher recruitment programs have "heightened the sensitivity for greater diversity." However, the impact of the programs depends on their focus. For programs targeting pre-college groups, students are learning what it takes to become a teacher early on. As a result, they are taking high school courses that will better prepare them for their college curriculum.

At the university level, College of Education faculty members are recognizing the need for more minority students in their programs. In addition to increasing the number of minority students in teacher education programs, some colleges have modified their curricula to include seminars focusing on issues related to the education of minority students in K-12. The anticipated goal is to better prepare students for their experiences in the classroom.

The interaction between faculty and students has also increased as a result of the programs. As one program administrator stated, "typically, students in education take liberal arts classes their first two years and have little or no contact with the education faculty. Students in this program come in daily to attend seminars, conferences, listen to guest speakers, participate in K-12 tutoring programs, or to meet with their mentors from the time they enter college."

Administrators believe that once students are in these programs, there is a strong probability that they will graduate and become teachers. For graduates who receive support services in their teaching years, there is also a strong likelihood that they will remain in the classrooms.

Views of the Ohio Department of Education. As the number of teacher recruitment programs continues to increase, ODE believes it is reasonable to assume that the number of minority teachers will also rise. Currently, there is such a small number of minority candidates available that school districts in Ohio and throughout the nation are competing with each other to meet their growing need for minority teachers.

These programs are generating an interest in teaching among junior high and high school students. The number of Future Educators of America clubs has increased from 18 to 52 over the past three years. The membership is about half men and half women. The majority of the clubs are in urban areas where there is a high concentration of minority students.

Finally, there are opportunities provided to students through these programs that otherwise would not be available to them. Through "flexible" admission standards, these programs provide an "on-ramp" for students who may not have the credentials to get into

college and earn teaching certificates. Remedial classes and support are given to help the nontraditional students complete the education curriculum and enter the teaching profession.

Other state strategies

According to a 1994 American Association of Colleges for Teacher Education (AACTE) report, 36 out of 50 states have minority teacher recruitment programs. Strategies used by other states include: financial assistance through loans, scholarships, and grants, both to individuals and institutions; early recruitment and career identification; rewards for high school students who participate in teaching activities; recruitment of community/junior college students and other nontraditional students; and guaranteed job placement upon graduation. A list of programs in specific states is included in Appendix B.

Contributing factors to the lack of minority teachers

Several factors have contributed to the disproportionately small number of minority classroom teachers. A review of the literature identifies the following as the predominant reasons for *minorities* not pursuing teaching careers:

- difficulties with competency testing (which includes testing for college admission, teacher certification, and classroom effectiveness);
- increased opportunities in other professional fields;
- declining status of the profession;
- poor academic preparation in elementary and secondary school;
- lack of financial assistance available to minority students;
- absence of systemic recruitment programs for minority students;
- inadequate articulation partnerships between two- and four-year institutions; and
- low salaries.

Even for minorities who choose to enter the teaching profession, the likelihood of them remaining in the field is less than their white counterparts. Most minority teachers are concentrated in urban areas where turnover is high and attrition rates for minority teachers is even greater than their white counterparts. The following are the most common reasons for minority teachers leaving the profession:

- low salaries;
- discipline problems with students;
- burn-out/exhaustion; and
- frustration resulting from lack of input in decision-making.

A bibliography of the literature reviewed can be found in Appendix C.

Strategies for increasing the number of minority teachers

In response to the need for minority teachers, the AACTE drafted *Recruiting Minority Teachers: A Practical Guide*. This report identifies four key elements necessary for the successful recruitment of pre-college, college, and nontraditional students into the field of teaching. The four elements are:

- **concern** over the shortage of minority teachers and a willingness to address the problem;
- **commitment** by individuals in key leadership positions to the recruitment program;
- **collaboration** among all individuals concerned (faculty, students, and parents) which results in shared information, resources, and responsibilities; and
- **creativity** in developing a program which may mean combining existing strategies or trying something that has not previously been done.

According to AACTE, many students decide to go to college by junior high school. Since students know at an early age whether they want to go to college, many are already thinking about what to study once there. The introduction of teaching as a possible career choice can begin as early as the fifth grade. AACTE identifies the following "clusters" of potential students for teacher recruitment programs:

Pre-college students: junior high school and senior high school.

College students: students enrolled in both two- and four-year institutions. Within this group, students with undeclared majors constitute the greatest pool of potential teachers.

Nontraditional students: includes professionals and military personnel who have retired from their jobs and are interested in teaching; individuals who held teaching certificates at one time but pursued other careers; paraprofessionals; professionals from various fields seeking a career change; two-year graduates interested in teaching; and college graduates who chose to raise children and are now interested in careers outside the home.

Although these strategies focus on increasing the number of minority teachers, many of the same approaches could be applied to increasing the numbers for other underrepresented groups, such as men in elementary and special education and women in math and science. Additional analysis on underrepresented genders is provided in Appendix D.

APPENDICES

Appendix A

Programs Receiving Funding FY 1996 and FY 1997

Program	Fiscal Agent	Grant Amount Awarded FY 1996	Students Participating FY 1996	Grant Amount Requested FY 1997	Description
Grow Your Own	Ashland University	$11,045	100	$19,400	30 seventh graders are selected who have the potential to attend college and are encouraged through sustained activities to enter the teaching profession.
Future Educators Enhancing Diversity (FEED)	Bowling Green State University	$29,079	150	$46,313	One-year pilot program to build up the Future Educators of America chapters.
Camp Attracting Prospective Educators (CAPE)	Bowling Green State University	$15,000	100	$15,000	Five-day college campus and summer camp experience for Ohio high school students who have completed their junior years and are considering a career in teaching.
Diversifying the Teaching Workforce	Central State University	$50,000	24	$49,876	Goals are to increase recruitment, pre-service and in-service training programs, and retention rates.
Project for a Diversified Teaching Force	University of Cincinnati	$49,645	25	$49,886	Expand the number of Math and Science teachers by recruiting candidates in areas other than education, into a certification and Master's degree program in secondary teaching in Math or Science.
Greater Cleveland Roundtable	Greater Cleveland Roundtable	$44,450	160	Not Funded	A recruitment process that brings new teachers from underrepresented groups to Cleveland which includes 150 new teachers.
Diversity Training Project	Greater Cleveland Roundtable	$9,800	90	$12,860	Train and develop a team of education professionals in each member district who will be able to provide diversity training and ongoing programming and follow-up to peers.
Program to Increase the Diversity of Ohio's Teaching Force	University of Findlay	$50,000	10	$50,000	Bring 10 students from Toledo into the teacher training program at the university. After receiving teaching degrees, they are assured of having teaching positions for three years with the Toledo City schools.
Opening Pathways to Teaching	John Carroll University	$50,000	12	$50,000	Provides opportunities to individuals who have liberal arts degrees but who are either unemployed, underemployed, or interested in pursuing a teaching career.
Shaping the Future of the Teaching Profession	Kent State University	$50,000	26	$50,000	Assists nontraditional students who transfer from the community college to KSU to work toward teacher certification.

Program	Fiscal Agent	Grant Amount Awarded FY 1996	Students Participating FY 1996	Grant Amount Requested FY 1997	Description
Teaching Partnership Program	Miami University	$47,295	75	$47,295	Designed to support and mentor high school students who demonstrate an interest in teaching by exposing them to educational and professional career opportunities.
Nontraditional Instructor Certification in Education (NICE)	College of Mount St. Joseph	$50,000	60	$50,000	Provides incentives and opportunities for aides and temporarily certificated instructors to complete their certification requirements. Participants must commit to teach in urban, rural, public or private nonprofit elementary or secondary schools in Ohio where at least 50% of the students are from underrepresented groups.
Certification through Liberal Arts Service and Professions (CLASP)	College of Mount St. Joseph	$50,000	25	$50,000	Provides certification through liberal arts, service and professions. Participants must commit to teach in urban, rural, public or private nonprofit elementary or secondary schools in Ohio where at least 50% of the students are from underrepresented groups.
College-Bound Club	Newark City Schools	$6,000	50	$11,200	Addresses the need for community awareness related to differences in multicultural and diversity issues.
Retention of Ethnic Teachers and Increasing Networks of Support (RETAINS)	Ohio State University	$38,000	14	$50,000	Combines a collaborative group network approach with a culturally specific curriculum to provide new teachers from underrepresented groups with the skills and sensitivity to reduce the effects of isolation and frustration in the beginning years of the teaching profession.
Business Education Collaboration (BECOME)	Summit Education Partnership Foundation	$40,845	25	$50,000	Places underrepresented individuals in teaching positions in Akron City schools. Scholarships ranging between $4,000-$5,000 are provided by corporations, businesses, and community organizations.
Diversity Recruitment Initiative	Wilmington College	$30,000	11	$30,000	Targets Wilmington College students by providing scholarships, staff development programs, recruiting for diversity, social and community orientation, and a program to retain academically deficient students.
Project for a Diversified Teaching Force	Wright State University	$47,162	27	$47,481	Provides support to middle school students to choose careers in teaching.
Generating Opportunities in Education (GOE)	Youngstown State University	$50,000	100	$50,000	Works with students prior to high school who have the potential to become teachers by enhancing interactions with YSU and emphasizes career guidance.
Totals		**$718,321**	**1,084**	**$729,311**	

Programs Receiving First-time Funding in FY 1997

Program	Fiscal Agent	Grant Amount Requested FY 1997
Two + Two Together	University of Akron	$50,000
Education Majors Project	Bexley City School District	$16,465
FUTURE Program	Defiance College	$50,000
Horace Mann Democracy in Education Teacher Retention	Greene County Educational Service Center	$50,000
BRIDGES II	Kent State University	$48,863
Achieving the Vision of a Diversified Teaching Force	Princeton City School District	$39,818
A Collaborative Project for a Diversified Teaching Force	South-Western City School District	$28,450
Urban Minority Teacher Training Project	University of Toledo	$8,000
Project ReMit	University of Toledo	$45,861
UT Teacher Education Diversity Initiative	University of Toledo	$50,000
Project T.E.A.C.H.	University of Toledo	$49,940
Students Taking Action to Succeed (STATS)	Wright State University	$47,481
Total		**$484,878**

Note: Program descriptions and number of students participating in programs were not available from ODE.

Appendix B

Teacher Recruitment Programs in Other States

COLORADO: Colorado permits teacher education programs to admit 5% of their students under alternative admissions criteria approved by the state board of education for the purpose of increasing the number of students of color in their programs.

FLORIDA: The Committee on Minority Education Recruitment sponsors an annual conference focused on minority recruitment, and the Office of Teacher Recruitment has compiled a "best-practices" manual on efforts in this area.

ILLINOIS: The state board of education has established a requirement that each school district must have a plan to increase the number of teachers and staff members of color. Each institution of higher education must have a written recruitment plan detailing efforts to attract students from diverse racial, cultural, and economic backgrounds to teacher education programs. The state board reviews eaeh plan and the efforts to implement it. The teacher certification board reviews minority teacher recruitment and retention data on a yearly basis and makes recommendations to the state board. The state also has scholarships available for teacher education candidates of color.

KENTUCKY: In 1992 the Kentucky General Assembly mandated the development of a strategic plan to identify and recruit potential teacher candidates of color. This plan was to be created, implemented, and monitored by the Education Professional Standards Board, the State Board for Elementary and Secondary Education, and the Council on Higher Education. Of the four programs resulting from this strategic plan, three focus primarily on minority teacher education recruitment and retention efforts.

Teacher Bridge is an intensive four-week summer workshop that encourages minority students with 60 semester hours or less of college credit and an interest in becoming certified teachers to improve their writing and academic skills. Alternative Teacher Certification allows minority paraprofessionals and others without traditional teaching backgrounds to become certified classroom teachers through a three-phase program of formal instruction. The Minority Teacher Scholarship Program provides scholarships to minority students who want to become teachers. From 1992-1995, approximately $920,000 in state funding has been provided.

Following these efforts, the 1994 Kentucky General Assembly established and funded the Division of Minority Educator Recruitment and Retention. The division allows for the expansion of recruitment and retention efforts to a national level through the creation of the Minority Educator Voluntary Job Bank, which serves as a job-matching service linking certified teachers and administrators with interested school districts.

MICHIGAN: The Michigan Urban Teacher Program (UTP) fosters partnerships between two- and four-year higher education institutions. Urban Teacher Institutes (UTPs) have been established at Eastern Michigan University, Wayne State University, and Wayne County Community College. The UTP allows students to earn associate's degrees from Wayne County Community College and then to complete bachelor's degrees at either Eastern Michigan University or Wayne State University. In order to complete the program, students must follow a

mathematics, science, or bilingual education track. The program relies on resources from the state department of education, the three participating institutions, and three corresponding school districts.

In 1987, Michigan established the Young Educators Society (YES), which encourages students of color to consider teaching as a career. Patterned after the Future Teachers Club of America, YES is located in urban school districts with large minority populations and primarily serves students in grades 7-12. The program offers a cooperative and collaborative forum for colleges, universities, and school districts to network, recruit, and provide opportunities to interested students of color.

MINNESOTA: Since 1989 Minnesota has awarded grants to districts to pay salaries of teachers of color who are new to the state. In addition, the state also offers grants to potential teaching candidates through the Alternative Preparation for Licensure Program. The Teachers of Color Program, initiated in 1994, provides grants to school districts that have a growing minority population. Each of these districts works in collaboration with teacher education institutions to recruit persons of color for teaching careers.

MISSOURI: The Teacher Education Scholarship Program designates 15% of its funding to minority teacher scholarships in an arrangement through which the state and the institution of higher education each contribute $1,000 per participant per year. Program participants must then teach in Missouri for five years to pay back the scholarship.

NEW YORK: The New York State Teacher Opportunity Corps Program facilitates the recruitment, selection, and preparation of minority and economically disadvantaged students for the teaching profession. The offices of College Evaluation and of Teaching at the state department of education facilitate articulation between programs of two-year and four-year colleges and universities. Also, the Teacher Career Recruitment Clearinghouse is a job bank for elementary and secondary teachers which is funded through a state department of education revenue account, which recruits under-represented groups, including minorities, into teaching in New York.

NORTH CAROLINA: The North Carolina Teaching Fellows Program has thus far recruited 3,600 high-ability high school graduates to teaching, including significant numbers of young men and people of color. The students agree to teach for four years in the state's public schools in exchange for a $20,000 four-year college scholarship, which underwrites their preparation. Fourteen colleges and universities in the state participate in providing Teaching Fellows with intensive year-round learning experiences that extend beyond regular teaching education courses. North Carolina also sponsors Project Teach, a minority teacher recruitment program which involves parents as well as students in grades 7 through 12.

OKLAHOMA: The Oklahoma Minority Teacher Recruitment Center (OMTRC), established by the state legislature in 1989, seeks to recruit, retain, and place minority teachers in schools across the state. This includes a Teacher Cadet Program closely modeled after that in South Carolina. The center's yearly budget is approximately $250,000.

SOUTH CAROLINA: The state-funded South Carolina Program for the Recruitment and Retention of Minority Teachers (SCPRRMT) at South Carolina State University is focused on increasing the pool of minority teacher education applicants in the state by making teacher

education programs accessible to nontraditional students. The project provides an academic support system to assist students in meeting entry, retention, and exit requirements of the teacher education programs. Components of the project include:

- The Satellite Teacher Education Program, which allows teachers' aides in five geographic areas to attend classes leading to undergraduate degrees during evening hours;
- The Weekend College Program, which focuses particularly on attracting Black males into teaching and offers classes leading to a bachelor's degree in one of five specializations to persons who have earned associate's or bachelor's degrees from technical colleges;
- The Instructional Intervention Program, which assists students in passing university and state-required tests for entrance to teacher education programs, and for teacher certification via tutorial programs and text guides in reading, writing, and mathematics.
- The Forgivable Loan Program, which allows students to apply for an Education Improvement Act Forgivable Loan applicable to education-related expenses and repayable by entering into an agreement to teach in South Carolina.

TENNESSEE: Recommendations submitted by the Tennessee Task Force on the supply of minority teachers in 1988 resulted in the implementation of three programs and several initiatives. Programs currently in operation include: Partnership to Assist School Success (Project PASS), the Minority Teacher Fellowship Program (MTFP), and the Minority Matching Teacher Grant Program (MMTGP). Project PASS is a mentoring program aimed at helping junior and senior high school students explore the teaching profession. The MTFP provides up to 19 $5,000 forgivable loans annually. The MTG encourages nontraditional minority students to pursue careers in education.

Additional assistance in Tennessee is provided by the following: The Community College Scholarship Program for Minorities; the Teacher Identification Program for Minorities; and the Prospective Minority Teacher List.

Source: American Association of Colleges for Teacher Education. (1996). Recruiting, preparing, and retaining persons of color in the teaching profession. Washington, DC.

Appendix C

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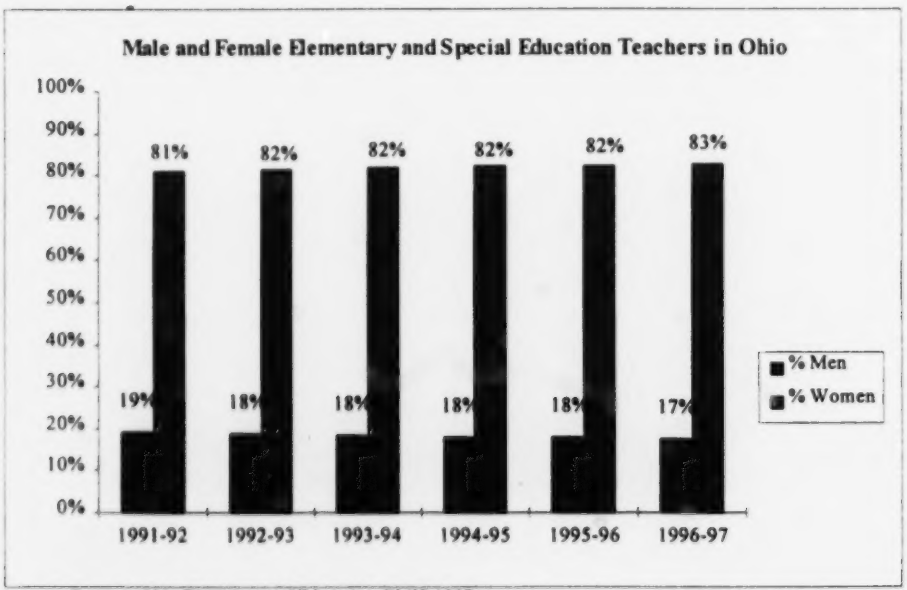
Appendix D

Analysis of Gender in Elemendary and Special Education

Another group whose presence in the classroom is steadily decreasing is male teachers, especially in elementary schools. In 1996, ODE reported that over 99% of kindergarten teachers and more than 80% of elementary teachers in Ohio were women. In special education, women (86%) outnumbered men (14%), especially at the elementary level. At the secondary level, the percent of men and women was almost equal, 52% and 48% respectively.

From 1992 to 1997, the percent of male and female teachers in elementary and special education remained fairly constant. However, the concentration of women in these areas is much higher than men. The following graph compares the number of men in elementary and special education to women.



Source: Ohio Department of Education, EMIS 1997

As noted, many of the same strategies that focus on increasing the number of minority teachers can be applied to increasing the number of other underrepresented groups, such as men in elementary and special education.

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